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Portfolio for Assessment of Prior Learning (APL)

Natcha Mahapoonyanont^a*^a*Department of Evaluation and Research, Faculty of Education, Thaksin University, Songkla Campus, 90000, Thailand*

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Abstract

Purpose of this research was to develop a portfolio for assessment of prior learning. The subjects were 17 participants in the step of modified Delphi technique, 15 students of Surin Polytechnique College and three APL committees in the step of implementation, and five experts in the step of evaluate the portfolio model. The statistics used for data analysis were frequency, percentage, means, standard deviation, and the Kruskal-Wallis one way analysis of variance by ranks. The portfolio model for APL consists of two elements that's structure and steps to develop portfolio for APL. The propriety and feasibility of portfolio model were found that the propriety feasibility and congruence index were more than .80 in overall. The implementation of portfolio model was demonstrated. The validity as evidences portfolio model and the congruent of the evaluation of portfolio model were shown as the results.

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Keywords: Portfolio; assessment of prior learning; lifelong learning; prior learning assessment and recognition; evaluation standards.

1. Introduction

Lifelong learning was a connection among three forms of education; Formal, Informal and Non formal education. The most important prominent point that should be considered is an Informal Education. Because everyone has always received Informal Education since they were embryo till they die, even though he is studying Formal or Non formal Education or not. Therefore, the Education Act, 1999 has provided every organizations in the society must cooperate in an educational management; that is, everyone, every community is also a provider, a supporter, an intelligence or knowledge producer, as well as being advantages receiver in Informal Education.

For the purpose of the concept and principle mentioned above, the concerning authorities must manage to reform the educational managerial system for increasing more flexibility. Especially, the system of evaluation and assessment of learning, in other words, supporting to accept the abilities and performances of each person in Informal Education, self - learning, as well as learning from their experience. According to their different lifestyle, faculties, and academic institutions having the equivalent learning standard. The examples of country which have done successfully are European countries, The United States of America, South Africa, The United Kingdom, New Zealand, Canada, etc.

* Natcha Mahapoonyanont. Tel.: +6-674-322-509; fax: +6-674-322-521

E-mail address: Natcha@tsu.ac.th

The method to develop an assessment of learning from their experience then transfer to crediting is an essential principle. In addition, it is a new strategy to support Lifelong Learning, since learners don't have to waste their time to study what they know which a good many countries have carried on for more than 30–40 years. And it is used as these terms; Prior Learning Assessment and Recognition (PLAR), Prior Learning Assessment (PLA), Assessment of Prior Learning (APL), Recognition of Prior Learning, e.g. In this research, the researcher has used the terms "Assessment of Prior Learning" (APL) which means a process of learning results happening in life system, including Formal Education, Non Formal Education, Informal Education, working experience and lifestyle regardless of the place where learning is took place and the length of time, in order to be accepted by transferring a learning result to a credit, and giving an academic testimonial or a certificate/ license owing to curricula or courses which learner enquiring. In this assessment, it was considered not only having experience, but also intended to interest the rest knowledge or experience what they have to learn. What's more, APL will be an assessment and advice to learners what they should learn more for achievement in courses or curricula they want to transfer.

There're several means for APL. To illustrate, a test, an interview, a portfolio development a working observation, an assignment doing, an essay wrings, a simulation working, a work assessment, as well as, an assessment from enterprises. In contrast, a portfolio is quite accepted and popular as it is a system of collecting works which uses works and activities to reflect those owners' abilities. A portfolio may be called other names, such as, a file of developing works, a notebook of works. Nevertheless, the researcher would like to use a portfolio for a coincide understanding. The reason a portfolio was widely used in APL is that it opens opportunities to learners to have a freedom in creating, developing strategies and reflecting their own ideas completely (Fogarty. 1996: 1; Mann, C. M. et al.1989: 6). Furthermore, it also reflects learners' effort to succeed and can help developers to organize knowledge system which causes a skillful procedure of problems solving.

Besides, a portfolio assessment is accepted as one of the best and most efficient method, the ground of properties above mentioned, including flexibility and individual appropriation. A lot of countries in the world, particularly The United States of America criticized that portfolio was the significant tools for APL.

The procedure of making a portfolio benefits to learners so much both of contents and a learning process; consequently, the institutions in a large number of countries having APL provide a curriculum of portfolio development for those people demanding it. This curriculum will help learners to analyze knowledge, skills, efficiency, documents, and evidences providing in APL providing efficiently.

The Development of Portfolio for APL has different ideas and procedures from a normal- class one, now that it is a collection and compilation of documents to present for reflection knowledge or experience in Lifelong Learning, Formal Education, Non formal Education and Informal Education so exactly, accurately, and confidently. Accordingly, it is necessary to have a study to develop a portfolio model for APL that is appropriate for Thailand's context. It will be advantaged to students, undergraduates, adult students, and those enquiring about APL and developing academic quality or their own professional in the future.

2. Purpose

This research has the main aim to develop the Portfolio Model for APL. The particular objectives are forming identify an efficiency of a portfolio; e.g., an appropriation index , a feasibility index and a consistency index, experimental results using a portfolio model ,as well as a portfolio assessment for APL.

3. Methods

This research emphasizes study to develop a portfolio model for an appropriation of APL. Forming and developing a portfolio model for APL has been done below

The first, A portfolio model of APL by studying and analyzing concepts, theories, and documentaries regarding research. This information can be searched from the internet, books, magazines concerning APL, a portfolio and a portfolio for APL both in the country and overseas. Apart from, people involving APL's interview, namely, 15 undergraduates enquiring APL, and 3 committees of APL.

Second, using Modified Delphi Techniques to study an appropriation and feasibility of APL by 17 experts.

Third, the implementation of portfolio model, brought to experiment with 15 Surin Provincial Polytechnic College students enquiring about APL in a car driving course of Surin Provincial Polytechnic College students.

Fourth, the indexes of a portfolio model for APL' success were the amount of student who used a portfolio model for APL were passed the assessment, the opinions of all 15 college students above mentioned, the results of evaluation of portfolio model by 3 groups of people who assessed the model, namely 15 students above mentioned, 3 committees of APL, as well as 5 experts. Finally a consistency of the results of portfolio model by 3 groups of people who assessed the model.

4. Tools

The research tools for the development of portfolio model for APL were the structure interview form, the questionnaires to consider an appropriation and a feasibility of portfolio model for APL by using Modified Delphi Techniques which consists of 2 parts, the first part is personal information and the second one is opinions about a portfolio model. In addition, the questionnaires to check the success of implementation all of step of portfolio construction and the open ends questions asking for opinions and advice about the development of portfolio. The last tool was the evaluation form to assess the portfolio model for APL.

5. Analyzed

The information analyses in this research are these, the information from interviews which is opinions brought to draft a portfolio model for Assessment and Recognition content analysis was used to analyze. The information from the questionnaires answering by using Modified Delphi Techniques analyzes an appropriation index, a feasibility index, as well as a consistency index. The information from a collecting while implementing a portfolio model for APL, analyzes by using frequency, percentage, and content analysis. The information from a portfolio model assessment, analyzed by calculations an Arithmetic mean, a standard deviation, as well as testing a congruent by using Kruskal Wallis Statistics.

6. Results

1. The portfolio model for APL consist of two elements that's structure and steps to develop portfolio for APL see table 1 and 2 and the portfolio model for APL was shown in figure 1.

Table 1. The first element, structure of portfolio for APL

| Components | ingredient |
|--------------|---|
| Introduction | cover |
| | forewords |
| | index |
| | vitae |
| | name of course to ask for APL |
| Content | Conspiracy of APL |
| | The description of significant and appointment of the timeframe to get those. |
| | The description of knowledge, competency, performance, or experience from course syllabus. |
| | The names and abstract of books that effect to gain knowledge, competency, performance, or experience |
| | The results of works assessment. |
| | Self reflection |
| Advocate | The Description of the associate of evidence and knowledge, competency, performance, or experience |
| | Index |
| | Samples of works |
| | Other evidences |

Table 2. The second element, step of development portfolio for APL

| Steps | Procedure to develop portfolio for APL |
|-------|---|
| 1 | Assignment objectives and means of APL. |

| | | |
|-----------------------|----|---|
| Objectives Assigning | 1 | Assignment objectives and means of APL. |
| Objectives Assigning | 2 | Analyze curriculum which enquires to APL. |
| Objectives Collecting | 3 | Self – assesses about knowledge, competency, performance, or experience. |
| | 4 | Describe significant of knowledge, competency, performance, or experience and appoint to the timeframe of those experience. |
| | 5 | Presentation the evidence that reflect to knowledge, competency, performance, or experience. |
| Examining | 6 | Reflect to knowledge, competency, performance, or experience. |
| | 7 | Self assessment and peer or other assessment. |
| | 8 | Describe the associate of the evidence and knowledge, competency, performance, or experience |
| | 9 | Make an index of evidences. |
| | 10 | Organization and check over. |

The association between two elements; structure of portfolio for APL and step of development portfolio for APL was shown in model of portfolio for APL in figure 1.

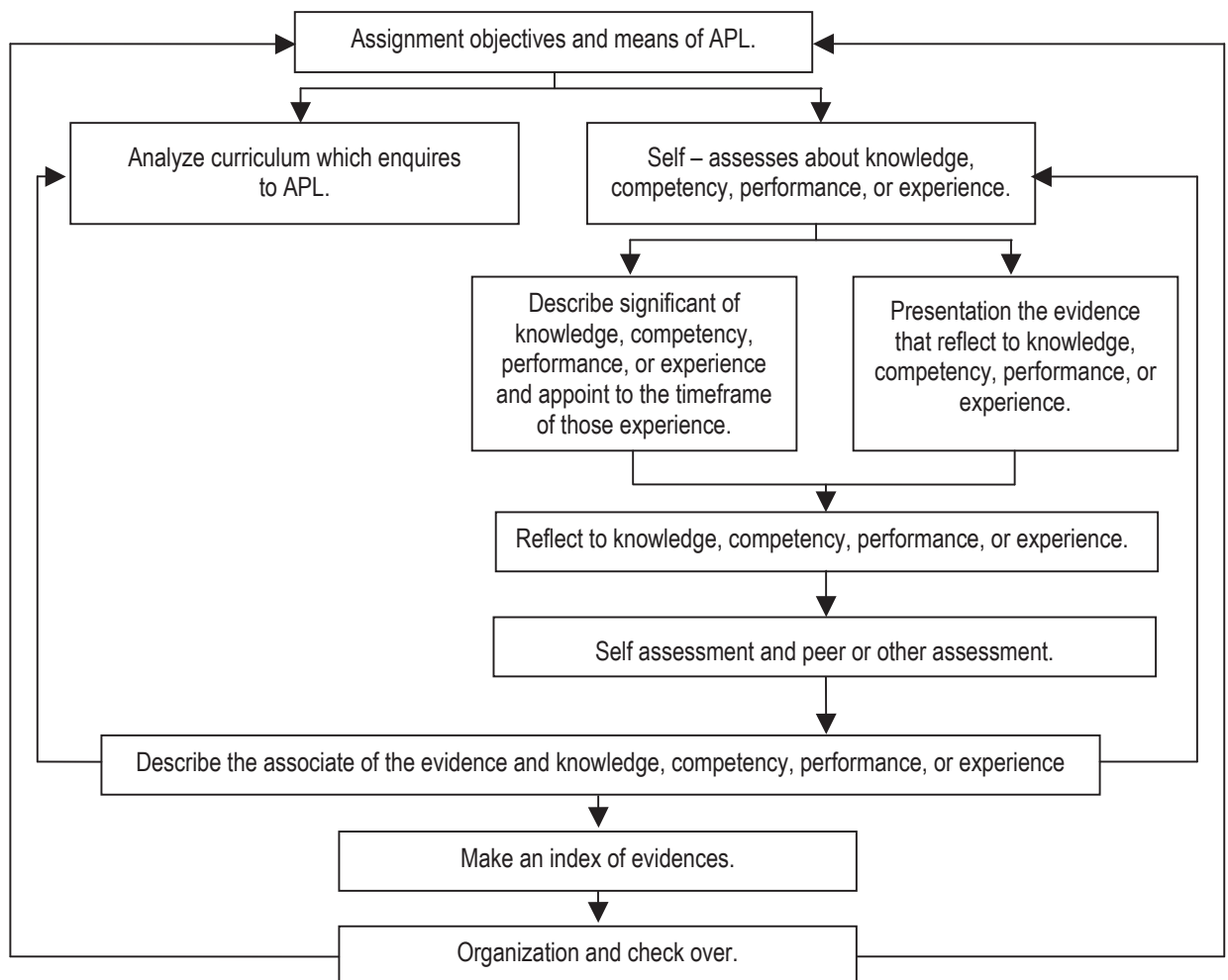


Figure 1. Model of portfolio for APL

2. The propriety and feasibility of portfolio model were found that the propriety, feasibility and congruence index were more than .80 in overall.

3. The implementation of portfolio model was found that 15 students who request to APL were passed and they could do all steps to developing portfolio.

4. The evaluation of portfolio model was found that utility, accuracy, and feasibility standard, the three groups of evaluator were ranked as the most level. The propriety standard was ranked as more level.

5. All four standards, the evaluation from three groups of evaluator were congruent. The overall standards, were ranked as the most highest level and the results of evaluation were congruent.

7. Suggestion

7.1. *Suggestions for people enquiring about APL*

People who enquiring about APL should study information regarding APL and listen to guidance from institution by contact monitors or counselors who were provided by institutions before a request. In a self-analysis which is straight in course syllabuses, knowledge, skills, abilities, as well as essential experience causing learning. What's more identify time of learning should have reference documents. Presented works to reflect that learning has been occurred from practice should be consistent explicitly. It should present Opinion's reflection to their experience and works in a variety ways that how those experience or works affect to learning and success of learning. In addition, an explanation of a consistency of knowledge, abilities, as well as self-skills and curricula of courses they enquiring about an assessment should be followed an academic principle.

7.2. *Suggestions for academic institution*

It should have meetings to inform committees of APL continuously, have mentors or counselors of APL. Institutions or organizations opening to have APL should open only courses that have readiness for committees of APL, in consequence of some courses are complicated and difficult to assess. If there are any courses which have presented portfolios and need to know more about knowledge, abilities, as well as existing skills, it may add other tests' methods. Academic Institutions where open APL before enquiring about a semester should have training or training curricula involving in the development of portfolio for APL so as to make people enquiring about APL have knowledge, understanding, and be able to improve a portfolio faster and efficiently.

7.3. *Suggestions for next research*

It should have using a study the result of using this model to experiment in APL in different courses and using this model to experiment on people enquiring about the assessment who have different academic performance, should have a study about impact when using this model, should bring this model to develop in order to apply in a portfolio making for other purposes.

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